

**IMPROVING STUDENTS' VOCABULARY MASTERY USING  
CARD AND BOARD GAMES AT THE FOURTH YEAR OF  
SDN 1 BEGALON IN 2012/2013 ACADEMIC YEAR**



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Written by  
**ALDISIE ETIKA PUTRI**  
A 320050045

**SCHOOL OF TEACHER TRAINING AND EDUCATION**

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**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
Jl. A. Yani Trompol Pos 1-Pabelan,, Kartasura Telp. (0271) 715448 Surakarta 57102

**Surat Persetujuan Artikel Publikasi Ilmiah**

Yang bertanda tangan dibawah ini pembimbing skripsi/tugas akhir :

Nama : Drs. Djoko Srijono, M.Hum

NIP/NIK : 19590601 198503 1 003

Nama : Nur Hidayat, S.Pd

NIP/NIK : 771

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi (tugas akhir) dari mahasiswa :

Nama : Aldisie Etika Putri

NIM : A 320050045

Program Studi : Pendidikan Bahasa Inggris

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Pembimbing I

**Drs. Djoko Srijono, M.Hum**  
**NIP. 19590601 198503 1 003**

Pembimbing II

**Nur Hidayat, S.Pd**  
**NIK. 771**

**IMPROVING STUDENTS' VOCABULARY MASTERY USING CARD  
AND BOARD GAMES AT THE FOURTH YEAR OF SDN 1 BEGALON  
IN 2012/2013 ACADEMIC YEAR**

by  
Aldisie Etika Putri  
zie\_poet@yahoo.com

English Department. School of Teacher Training and Education. Muhammadiyah  
University Surakarta.

***Abstract***

*The objectives of the research are 1) to describe the improving vocabulary mastery using card board games of the fourth grade students of SDN 1 Begalon, 2) to describe whether or not improving the vocabulary mastery of the fourth grade students of SDN 1 Begalon using card and board games is effective. The type of the research that is used by the researcher is action research. The subject of the research was the fourth year students of SD Negeri 1 Begalon Surakarta. Data of this research are the field note during the action, the interview script, lesson plan, and the score of pre-test and the post-test. The data sources are event, informants or respondents, and document. The researcher analyzed the data using qualitative and quantitative method. The quantitative data was collected from the students' vocabulary scores through test, while qualitative data was obtained from observations, interviews, and document analysis. The results of the research showed that from the implementation of card and board games at the fourth year of SDN 1 Begalon Surakarta, the vocabulary mastery of the students improve significantly. It can be seen from the achievement score of the students also improve and fulfilled the Minimum Requirement Score or in Indonesia it is called Kriteria Ketuntasan Minimum (KKM). From the test result, the mean score increased from cycle to cycle. The mean score of pre-test is 49.7, the mean score of post-test 1 in cycle 1 is 71.6, and the mean score of post-test 2 in cycle 2 is 76.8. The implementation of card and board games is effective to improve the students' vocabulary mastery and the conducive classroom situation*

*Keywords: vocabulary, mastery, card, board games*

## **A. Introduction**

Learning English particularly vocabulary is very important to support the ability of speaking, listening, writing, and reading. Without mastering vocabulary one will face difficulties to improve his/her ability to communicate with others, but without grammar comprehension, the learners still can communicate. An expert, hence, Thornburry (2002:57) states,

“If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expression. You can say very little with grammar, but you can say almost anything with words!”

Hatch and Brown (1995:1) state that vocabulary is a list or a set of state of words for a particular language or a set of words that individual speakers of language might use. It means that vocabulary is a series of words used by individual speakers of certain language. Furthermore, Hornby (1995:131) states that vocabulary is a total number of words in language. Words are symbols of idea. To express and communicate ideas, one uses words.

In fact, in Indonesia, the teaching of vocabulary has not been done optimally yet. It can be seen that students face difficulties in speaking. When they join speech competition, they often stop speaking because they miss words. The fact is caused by their limited vocabulary. So, that's why teaching English vocabulary is important from elementary levels.

Based on the phenomena above, the researcher formulates the problems while doing teaching-learning process. Following is the problems observed during the teacher-learning process of English in SDN 1 Begalon Surakarta: (1) They

were not interested in English class. They thought that English is a difficult lesson, because the ways to pronounce and write the English words are very different; (2) The students have less self-confidence. They feel shy in speaking English in front of the class, so it influences in the students' pronunciation. They tended to pronounce the letters of the word in the mother tongue style; (3) The students' intelligence also influences their vocabulary mastery. It is seen from the students' way in memorizing words; and (4) The way of teacher teaches is not interesting. The teacher does not promote vocabulary learning by using interesting media.

Meanwhile, teaching English for the young learners especially in elementary school students is not easy thing to do. As the young learners, they have certain characteristics and need certain treatments. The characteristics of the young learners that have much mobility and still want to play around, force the teachers to make a creative and fun situation in the classroom.

A game is an interesting technique to teach language for children. Brumfit (1995: 142-143) defines games based on their characteristics. First, games are activities governed by rules. Second, it sets up clearly defined goal. Third, the achievement of these goals signals the end of games. And the last is that games ought to lead of having fun. According to Hadfield (1984: 4), a game is an activity with rules, goal and an element of fun. Similarly, Stevick (1982: 128) points four things about game. The first is people who want to play a game have to have certain things in common. The second is that games have rules. The third is that any restriction on the player's action will leave them free enough so that

their actions are not entirely predictable. And the last is that games have goal. As a matter of fact, games are enjoyable activities which are governed by rules to achieve the goal that signals the end of games. The enjoyment of games so much depends on the appropriateness of the games and the role of players.

Wright, *et al.* (1983: 1-2) points out some reasons of teaching vocabulary by using games. First, games help and encourage many learners to sustain their interest and work. Second, games help the teacher to create contexts in which the language is useful and meaningful. Third, the meaning of the language they listen, read, speak, and write will be more vividly experienced and therefore better remembered. Fourth, games can be found to give practice in all language skills (listening, speaking, reading, and writing), in all the stages of the teaching and learning sequence (presentation, repetition, recombination, and free use of language) and for many types of communication such as encouraging, criticizing, agreeing and explaining.

The objectives of the research are to describe the improvement of vocabulary mastery using card board games of the fourth grade students of SDN 1 Begalon and to describe whether or not improving the vocabulary mastery of the fourth grade students of SDN 1 Begalon using card and board games is effective.

## **B. Research Method**

In this study, the researcher applied an action research. The subject of the research was the fourth year students of SD Negeri 1 Begalon Surakarta. There were 37 students in this class. The object of the study is improving vocabulary

mastery using card and board game of the fourth year students of SD Negeri 1 Begalon Surakarta.

Data of this research are the field note during the action, the interview script, lesson plan, and the score of pre-test and the post-test. The data sources are event, informants or respondents, and document. The researcher collected the data using qualitative and quantitative method. The quantitative data was collected from the students' vocabulary scores through test, while qualitative data was obtained from observations, interviews, and document analysis.

### **C. Research Finding and Discussion**

Before conducting the action research, the researcher as the teacher conducted pre-research from the observation, interview, and pre-test. The result of pre-test was 4.9 for the mean score (table 1.1). From the result of the test, out of 37 students, only 14 respondents did the test well. 5 respondents belonged to the *good level*, with a grade of 8.0, and 9 respondents belonged to the *average level*, thier grades were ranged between 6.0 to 7.0. There were 10 respondents belonging to the *poor level* and their grades were between 5.0 and 5.9, and the rest, 13 respondents, belonged to the *very poor level* with the grades between 1.0 and 4.9. It was indicated that students had low vocabulary mastery.

The result of the observation showed that the class situation was not inspiring. The classroom situation comes from two aspects; from the students and the teacher. The teacher was monotonous in teaching-learning process; rarely monitored the students' achievements, and applied the monotonous technique in

teaching. And the students were not active in English class. The activity in the class was usually dominated by doing the tasks in students' workbook or *Lembar Kerja Siswa (LKS)* and the tasks were only around in doing the tasks individually. Besides, there is a time factor that also caused the problem; the limitation time to express the students' mind and do their English practice.

Overcoming the problem above, the writer decided to bring about new technique by using card and board games through a classroom action research in order to arouse students' motivation in learning English and to improve students' vocabulary mastery. The action research was carried out in 2 (two) cycles. There would be two chosen activities, they were matching card and found the crossword puzzle on the board. The researcher made pairs of cards and asked the pair students to match the pairs of cards. After finishing the action, the researcher were grouping students into four groups to find the missing words in the crossword puzzles. The use of games could improve the students' vocabulary. The improvements were identified from score to score in each cycle. It is shown in table below:

**Table 1.**  
**The Comparison Score among Pre-research Test, Post-test Cycle 1 and Post-test Cycle 2**

No	Explanation	Pre-research testScore	Post-test Score of Cycle 1	Post-test Score of Cycle 2
1	The Average Score	49.7	71.6	76.8

By applying games, the students' vocabulary mastery can be improved. In answering the questions, the students had to choose the appropriate vocabulary. Therefore, the choice of words became more varied as they were trained to think



creatively to choose the appropriate words based on the context of situation. Games help the students to decide a framework of their vocabulary and speaking. The variety of answers and the use of various words in answering the questions also have contribution for developing vocabulary indicator (Wehrli and Nyquist, 2003: 16).

The students also can enrich their vocabulary. By implementing games in learning vocabulary, the students get opportunity to memorize words better than using the traditional technique of memorization. The students had stronger motivation, greater interest in the topic, and more active. Students were more involved and more interested in the material in the cooperative learning setting of the games. This condition makes the students do their task well. Furthermore, games provide more chances for students to actively developed themselves. This condition help them better in participating during the class. By implementing the game in learning English lesson, make them enjoy and fun, so they have more interest in learning English.

Games provide more chances for students to actively develop themselves. This condition helps them better in participating during the class. By conducting the game, make the students not to scare of making mistake when they speak their ideas. Before implementing card and board games to improve the vocabulary mastery, the students have less self-confidence. They felt shy to speak English in front of the class, so it influences the students' pronunciation. They tended to pronounce the letters of the word in the mother tongue style. It became problems because they have less vocabulary to speak up their idea, especially to

speak in front of the class. But after implementing the card and board games, students competed to raise their hands and spoke up their idea bravely.

#### **D. Conclusion**

From the explanation above, the writer draws conclusions as follows:

1. Card and Board Games can improve the vocabulary mastery of fourth year of SDN 1 Begalon Surakarta in 2012/2013 academic year.

From the implementation of card and board games at the fourth year of SDN 1 Begalon Surakarta, the vocabulary mastery of the students improve significantly. It can be seen from the achievement score of the students also improve and fulfilled the Minimum Requirement Score or in Indonesia it is called *Kriteria Ketuntasan Minimum (KKM)*. From the test result, the mean score increased from cycle to cycle. The mean score of pre-test is 49.7, the mean score of post-test 1 in cycle 1 is 71.6, and the mean score of post-test 2 in cycle 2 is 76.8.

The students also can memorize the numbers of words given by the teacher. After implementing card and board games, the students can mention many words based on the topic when the teacher asked, grasp the meaning, pronounce and spell the words better.

2. The implementation of card and board games is effective to improve the students' vocabulary mastery and the conducive classroom situation. It can be elaborated as follows:
  - a) The students' interest toward English lesson increase.

- b) Games help students to participate actively in the lesson.
- c) Games help students get their confidence in speaking.

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